

## Oakdale Elementary

1129 Oakdale Road  
Rock Hill, SC 29730

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	586 Students	
<b>Principal</b>	Neil McVann	803-981-1585
<b>Superintendent</b>	Dr. Randy Bridges	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	23	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Below Average	Yes

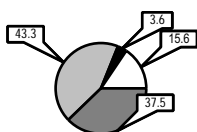
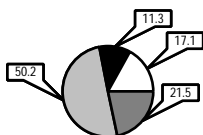
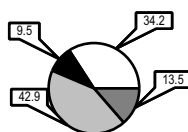
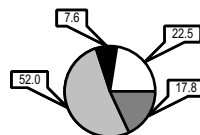
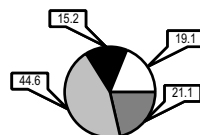
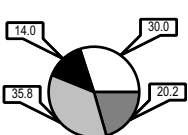
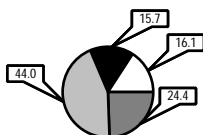
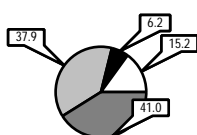
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	301	100.0	15.6	43.3	37.5	3.6	50.2	Yes	Yes
<b>Gender</b>									
Male	150	100.0	22.0	47.5	27.7	2.8	40.4		
Female	151	100.0	9.0	38.8	47.8	4.5	60.4		
<b>Racial/Ethnic Group</b>									
White	161	100.0	9.2	34.9	50.7	5.3	62.5	Yes	Yes
African American	132	100.0	24.6	55.1	19.5	0.8	33.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	256	100.0	12.2	43.0	40.5	4.2	54.0		
Disabled	45	100.0	36.8	44.7	18.4	0.0	26.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	301	100.0	15.6	43.3	37.5	3.6	50.2		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	299	100.0	15.8	43.2	37.4	3.7	50.2		
<b>Socio-Economic Status</b>									
Subsidized meals	136	100.0	26.1	52.9	19.3	1.7	31.9	Yes	Yes
Full-pay meals	165	100.0	7.7	35.9	51.3	5.1	64.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	301	100.0	17.1	50.2	21.5	11.3	48.7	Yes	Yes
<b>Gender</b>									
Male	150	100.0	18.4	52.5	17.7	11.3	44.7		
Female	151	100.0	15.7	47.8	25.4	11.2	53.0		
<b>Racial/Ethnic Group</b>									
White	161	100.0	5.9	49.3	27.6	17.1	62.5	Yes	Yes
African American	132	100.0	32.2	52.5	11.9	3.4	28.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	256	100.0	12.2	51.5	23.6	12.7	53.6		
Disabled	45	100.0	47.4	42.1	7.9	2.6	18.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	301	100.0	17.1	50.2	21.5	11.3	48.7		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	299	100.0	17.2	50.2	21.2	11.4	48.4		
<b>Socio-Economic Status</b>									
Subsidized meals	136	100.0	31.1	48.7	16.0	4.2	31.9	Yes	Yes
Full-pay meals	165	100.0	6.4	51.3	25.6	16.7	61.5		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	301	99.7	33.9	43.1	13.5	9.5	23.0
<b>Gender</b>							
Male	150	100.0	34.8	41.1	12.8	11.3	24.1
Female	151	99.3	33.1	45.1	14.3	7.5	21.8
<b>Racial/Ethnic Group</b>							
White	161	99.4	20.5	45.7	17.9	15.9	33.8
African American	132	100.0	52.5	39.8	6.8	0.8	7.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	256	99.6	30.1	44.5	15.3	10.2	25.4
Disabled	45	100.0	57.9	34.2	2.6	5.3	7.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	301	99.7	33.9	43.1	13.5	9.5	23.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	299	99.7	34.2	43.0	13.2	9.6	22.8
<b>Socio-Economic Status</b>							
Subsidized meals	136	100.0	47.1	42.9	7.6	2.5	10.1
Full-pay meals	165	99.4	23.9	43.2	18.1	14.8	32.9

<b>Social Studies</b>							
All Students	301	99.7	22.3	52.2	17.9	7.7	25.5
<b>Gender</b>							
Male	150	100.0	19.9	56.0	14.9	9.2	24.1
Female	151	99.3	24.8	48.1	21.1	6.0	27.1
<b>Racial/Ethnic Group</b>							
White	161	99.4	10.6	55.0	20.5	13.9	34.4
African American	132	100.0	37.3	49.2	13.6	0.0	13.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	256	99.6	19.1	53.8	19.1	8.1	27.1
Disabled	45	100.0	42.1	42.1	10.5	5.3	15.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	301	99.7	22.3	52.2	17.9	7.7	25.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	299	99.7	22.4	52.2	17.6	7.7	25.4
<b>Socio-Economic Status</b>							
Subsidized meals	136	100.0	35.3	53.8	10.9	0.0	10.9
Full-pay meals	165	99.4	12.3	51.0	23.2	13.5	36.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	94	98.9	14.4	27.8	50.0	7.8	57.8
	4	86	100.0	27.8	39.2	30.4	2.5	32.9
	5	103	99.0	35.4	43.4	19.2	2.0	21.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	101	100.0	5.3	32.6	54.7	7.4	62.1
	4	107	100.0	21.4	44.9	31.6	2.0	33.7
	5	93	100.0	20.7	53.7	24.4	1.2	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	94	98.9	12.2	62.2	20.0	5.6	25.6
	4	86	100.0	15.2	41.8	25.3	17.7	43.0
	5	103	99.0	28.3	48.5	16.2	7.1	23.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	101	100.0	17.9	58.9	18.9	4.2	23.2
	4	107	100.0	18.4	39.8	25.5	16.3	41.8
	5	93	100.0	14.6	52.4	19.5	13.4	32.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	101	99.0	37.2	45.7	12.8	4.3	17.0
	4	107	100.0	35.7	36.7	16.3	11.2	27.6
	5	93	100.0	28.0	47.6	11.0	13.4	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	101	99.0	16.0	57.4	19.1	7.4	26.6
	4	107	100.0	20.4	49.0	21.4	9.2	30.6
	5	93	100.0	31.7	50.0	12.2	6.1	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 586)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 2.0%	2.5%	3.0%
Attendance rate	97.3%	Up from 97.0%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%	Up from 5.3%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Up from 3.2%	2.7%	3.2%
Eligible for gifted and talented	7.4%	Down from 9.2%	18.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.1%	Down from 7.6%	7.9%	8.2%
Older than usual for grade	0.7%	Up from 0.5%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	48.6%	Down from 52.8%	53.5%	52.6%
Continuing contract teachers	81.1%	Down from 86.1%	84.4%	83.3%
Highly qualified teachers	94.3%	Down from 100.0%	93.2%	93.5%
Teachers with emergency or provisional certificates	3.2%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 88.6%	88.9%	87.0%
Teacher attendance rate	93.8%	Down from 94.5%	94.9%	95.0%
Average teacher salary	\$45,469	Down 0.3%	\$42,599	\$41,703
Prof. development days/teacher	11.8 days	Up from 5.0 days	12.1 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.0 to 1	19.7 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 90.4%	90.1%	89.8%
Dollars spent per pupil*	\$5,360	Up 3.4%	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	75.3%	Up from 74.3%	66.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakdale Elementary School continued to focus on literacy during the 2004-2005 school year and completed its fourth year of a five-year literacy plan. Beginning of the year, mid-year, and end of the year, DRA testing for all students to determine instructional levels and track progress has been an important component of our plan. Oakdale is in its third year of a ninety-minute uninterrupted literacy block utilizing the specialty area staff for increased awareness and appreciation of the arts through literacy and writing in grades three through five. Professional book studies were conducted with certified staff of kindergarten through second grade, studying *Scaffolding Young Writers* by Linda J. Dorn and Carla Soffos, while third through fifth grade staff studied *Ralph Fletcher's* and JoAnn Portalupi's book *Writing Workshop - The Essential Guide*.

Meeting on a monthly basis, the School Improvement Council and the PTO continues to play a vital role in supporting Oakdale students and staff. The School Improvement Council helped sponsor our 2nd annual "Parent Literacy Night." Included in the parent activities were mini-lessons for parents with ideas, suggestions, and activities to reinforce literacy instruction in the home. All parents received a take-home packet containing the information presented at the mini-sessions for use at home. The School Improvement Council is investigating the possibility of a "uniform school dress code policy." The SIC invited two guest speakers to present information on implementing such a dress code and also visited an elementary school in Lancaster County with a school uniform policy. This investigation of a school dress code will continue into the 2005-2006 school year. The PTO sponsored several fundraising activities and committed the money raised for free activities at Oakdale for families. Included in these activities were several movie nights where parents and children were treated to family appropriate movies and refreshments and a cost-free school carnival. Historically, the PTO has provided funds for the literacy closets and the school library, funds for the specialty area teachers, and has set aside monies for students who are in need of medical services.

Mr. Neil McVann, Principal  
Mr. Tyrone Hart, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	35	84	59
Percent satisfied with learning environment	91.2%	77.4%	86.4%
Percent satisfied with social and physical environment	88.6%	78.6%	84.7%
Percent satisfied with school-home relations	91.2%	89.3%	75.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.